LANGUAGE VARIETIES AND TRANSLANGUAGING IN COMMUNICATIVE PRACTICE BETWEEN LECTURER AND STUDENTS IN THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDENTS

Tika Yohana Sinaga[1], Yessy Octavianna Pasaribu[2], Lastri Wahyuni Manurung[3]

Email : tikayohana.sinaga@uhn.ac.id, yessypasaribu@uhn.ac.id, lastri.manurung@uhn.ac.id

English Education Study Program Faculty Of Teacher Training And Education , University Of HKBP Nommensen, Medan, Indonesia

Abstract

Sociolinguistics is the study of the relationship between language and society, examining how social factors influence language use. This qualitative study investigated the use of translanguaging and language varieties within the sociolinguistic context of communicative practices between lecturers and sixth-semester English Education students at HKBP Nommensen University. The research aimed to identify the types of translanguaging and language varieties employed and to explore their benefits in enhancing classroom communication. Findings revealed that lecturers predominantly utilized language style (16 data) as a form of language variation, reflecting their personal communication approaches. In terms of translanguaging, personal translanguaging (20 data) was most prevalent, indicating a natural integration of multiple linguistic resources. The study highlighted that both language variation and translanguaging significantly improved communication, comprehension, and student engagement. Lecturers and students reported that these practices facilitated the expression of complex ideas, boosted confidence, and fostered a more inclusive learning environment. The research suggests that incorporating translanguaging and language variation, including multilingual resources and the integration of students' first languages, is crucial for optimizing educational outcomes in EFL contexts.

Keywords: Sociolinguistics, Translanguaging, Language Varieties, Communicative Practice, Qualitative Research, Higher Education

Abstrak

Sosiolinguistik adalah studi tentang hubungan antara bahasa dan masyarakat, yang meneliti bagaimana faktor-faktor sosial memengaruhi penggunaan bahasa. Studi kualitatif ini menyelidiki penggunaan translanguaging dan variasi bahasa dalam konteks sosiolinguistik praktik komunikasi antara dosen dan mahasiswa Pendidikan Bahasa Inggris semester enam di Universitas HKBP Nommensen. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis translanguaging dan variasi bahasa yang digunakan dan untuk mengeksplorasi manfaatnya dalam meningkatkan komunikasi kelas. Temuan penelitian mengungkapkan bahwa dosen sebagian besar menggunakan gaya bahasa (16 data) sebagai bentuk variasi bahasa, yang mencerminkan pendekatan komunikasi pribadi mereka. Dalam hal translanguaging, translanguaging pribadi (20 data) adalah yang paling umum, yang menunjukkan integrasi alami dari berbagai sumber daya linguistik. Studi ini menyoroti bahwa variasi bahasa dan translanguaging secara signifikan meningkatkan komunikasi, pemahaman, dan keterlibatan siswa. Dosen dan mahasiswa melaporkan bahwa praktik-praktik ini memfasilitasi ekspresi ide-ide kompleks, meningkatkan kepercayaan diri, dan menumbuhkan lingkungan belajar yang lebih inklusif. Penelitian ini menunjukkan bahwa menggabungkan translanguaging dan variasi bahasa, termasuk sumber daya multibahasa dan integrasi bahasa pertama siswa, sangat penting untuk mengoptimalkan hasil pendidikan dalam konteks EFL..

Kata Kunci : *Sosiolinguistik, Translanguaging, Ragam Bahasa, Praktik Komunikasi, Penelitian Kualitatif, Pendidikan Tinggi*

INTRODUCTION

Language variation is a complex phenomenon that reflects human social and cultural diversity. Holmes (Nikula & Moore, 2019) emphasizes that the language we use is not only a means of communication but also a reflection of our social identity. Factors such as social class, gender, age, and ethnicity can influence our word sentence structure, and language style. Meanwhile, Wardhaugh and Fuller (Cenoz & Gorter, 2020)classify language variation into dialect, sociolect, and register, suggesting that language variation occurs at a regional level and in different social contexts. Language variation is important for understanding social and cultural dynamics in heterogeneous societies.

According to Wardhaugh and Fuller (García & Kleifgen, 2020) there are several main types of language variation, namely dialect, sociolect, register, and language style.

a). Dialect: Language variations that are influenced by geographical or regional factors. Dialect differences can be seen in the pronunciation, grammar, or vocabulary used by speakers in a particular region. An example is the different English dialects in the UK, America, and Australia. For example, A British student in class might say,

"I'm going to the shop later,"

while an American student might say,

"I'm going to the store."

Similarly, an Australian student might refer to their car as a

"Ute,"

while a student from the US might use

"pickup truck."

This example illustrates how dialects differ based on geographical or regional factors. In this case, the variations in vocabulary (shop vs. store, ute vs. pickup truck) reflect the different regional dialects within English, such as British, American, and Australian English. These dialect differences influence speakers' communication depending on their location or cultural background. b). Sociolect: Language variations that are influenced by social factors, such as the status, class, age, or gender of the speakers. Sociolect can be seen in the selection of vocabulary, grammatical forms, or language styles that differ based on the social background of the speakers—differences in language used by academics, professionals, or ordinary people. In a classroom, sociolects are reflected in the way students or teachers use language based on their social background. For example:

In a classroom discussion, an academic might say, "The empirical evidence suggests a clear correlation between socioeconomic status and educational attainment." In contrast, a student from a less formal background might say, "It looks like rich people do better in school."

This example highlights how sociolects are shaped by social factors like status, Education, or class. The academic language is more formal, using technical vocabulary and complex sentence structures, while the Student's language is simpler and more casual. This difference reflects how the social background and educational status of speakers influence the way they express themselves. c). Register: Language variations that are influenced by the context or environment of use, such as formal or informal. Formal registers usually use more complex language, while informal registers tend to be more relaxed and less bound by grammatical rules (Infante & Licona, 2021). For example:

A student presenting their research at a conference might say, "Based on the findings, it is evident that the hypothesis holds true in multiple contexts," but in a casual classroom conversation, the same Student might say, "The results show that our theory works in different situations."

Here, the example demonstrates how language use can change based on the context or environment. The formal register used in the conference presentation features more complex sentence

structures and vocabulary, while the informal register in the classroom discussion is more relaxed and straightforward. The choice of register depends on the level of formality required by the situation.
d). Language style: Language variations that are influenced by speakers' individual preferences or choices. Language styles can vary even though speakers come from the same social background, depending on their personalities, emotions, or communication goals. For example:

One Student in a group discussion might say, "I don't think this idea will work; we need to come up with something better," while another might say, "I'm not entirely sure this is the best option, but maybe we can explore it further?"

This example shows how language style can vary even among speakers from similar social backgrounds. The first Student uses a direct, assertive style, while the second Student adopts a more tentative and polite tone. Their different communication styles reflect individual preferences, personalities, or emotions, which influence how they choose to express themselves in conversation.

Translanguaging is the act by which multilingual speakers negotiate meaning, perform their identity, and engage their linguistic repertoire to make sense of their lived experiences (Rerung, 2018). For example, a bilingual student may switch between Spanish and English during a conversation to better express their thoughts or to navigate complex cultural or social situations, drawing on both languages to communicate more effectively and authentically. This dynamic process reflects how multilingual individuals use their full linguistic resources to engage with the world around them.

Jasone Cenoz and Durk Gorter (Bradley et al., 2018) describe translanguaging as a communicative practice where multilingual speakers use their complete linguistic repertoire as an integrated system, challenging traditional language separation. For example, a speaker might blend Batak, Indonesian, and English in a conversation using Batak to express a cultural concept, switching to Indonesian for a formal explanation, and incorporating English for technical terms or to communicate with a wider audience. This fluid use of multiple languages reflects how multilingual individuals draw on their entire linguistic repertoire to communicate more effectively without rigidly separating each language.

Translanguaging refers to a practice where speakers are flexible and proficient in using their entire linguistic repertoire, including multiple languages and modalities, to communicate effectively (Prada, 2019). According to Canagarajah (2015), Translanguaging can also be understood as the practice of bringing together the various language resources that speakers have to create new meanings and generate deeper understanding. This concept is different from the traditional view that strictly separates the use of two or more languages. In Translanguaging, speakers naturally move between languages to achieve better communication goals without viewing the languages as separate entities.

According to García and Wei (Vogel et al., 2019), several types of Translanguaging can occur in learning, including Pedagogical, Personal, and Strategic translanguaging.
a). Pedagogical Translanguaging: Speakers, in this context lecturers and students, material, facilitating discussions, or doing assignments. This practice can help students better understand complex concepts. For example, the Lecturer might start by introducing a concept in Indonesian to ensure understanding among local students, then use English to explain more technical terms or cite international research. For example:

"Oke, jadi ini dasar dari persamaan ini, kita bisa lihat lebih jelas di sini. Now, this is where the equation gets more complex, and we need to use this specific formula."

In mathematics class, the conversation takes place in a classroom where a teacher explains the basic concepts of equations before moving on to more complex material. The teacher uses two languages to facilitate the understanding of students from diverse backgrounds while encouraging

interaction and active engagement in the learning process.

In this way, lecturers use both languages strategically to ensure students' deeper understanding of the concepts being taught. b). Personal Translanguaging: Speakers use their language naturally in informal communication, such as when interacting with friends in class. This practice reflects students' multilingual identity and linguistic repertoire (Larasati & Simatupang, 2022). A student might use a combination of Batak, Indonesian, and English when chatting informally with friends during a break. For instance, while discussing weekend plans, the Student might say,

"Eh, kamu udah rencana ke mana minggu ini? Kalau nggak, kita bisa hangout di café sambil ngobrol, I'm in the mood to talk in English for a change!"

This context sets the stage for a friendly conversation about weekend plans, highlighting the excitement of practicing English in a casual setting (Shu et al., 2019). In this casual setting, the student switches between languages to express themselves comfortably and naturally, reflecting their multilingual identity and the fluid way they navigate different linguistic contexts. c). Strategic Translanguaging: Speakers intentionally select and use multiple languages to achieve more effective communication goals, e.g., to emphasize an argument, ask for clarification, or express certain emotions. For example:

student: "So, it's more than just menguasai wilayah secara geografis?"
Lecturer: "Exactly! It involves complex economic, cultural, dan psychological dimensions."

This conversation happened in a university classroom during a political science lecture. Students are engaged in a discussion about the concept of territorial control and its implications. The example above shows that strategic translanguaging allows the Student and Lecturer to deliberately use different languages to clarify understanding and achieve more effective communication, as when the Student asks for clarification, the Lecturer explains by combining English and Indonesian.

From a sociolinguistic perspective, translanguaging practices can be viewed as a reflection of students' multilingual identity (Purba, Sulistia, et al., 2021). From a sociolinguistic point of view, effective communicative competence involves not only mastery of grammar but also the ability to negotiate meaning in diverse social contexts (Maharani, 2019). Canagaraja (Amin, 2020) asserts that the use of multiple language varieties and translanguaging practices enable students to better explore and integrate their language knowledge, which is in line with the sociolinguistic view of communicative competence.

This research topic is particularly significant because it investigates the complex interplay between translanguaging practices and language varieties in EFL classroom communication. Understanding how lecturers and students navigate between different languages and language varieties can provide valuable insights into effective teaching and learning strategies in multilingual educational contexts. Additionally, this research can contribute to developing more inclusive and effective pedagogical approaches that acknowledge and utilize students' full linguistic repertoires.

Aji Seno Suwondo, Erna Andriyanti, and Ashadi (Muziatun et al., 2020), in their journal Language Varieties and Translanguaging among Students of high socioeconomic status Putrawan (Trisnawati & Sari, 2019)Translanguaging practice in EFL classroom: Evidence from Indonesia, focused on translanguaging practices in Indonesian educational contexts, highlighting the complex language use among students and emphasizing the importance of recognizing and supporting Translanguaging. However, they differ in their target population, research methodology, language varieties, and specific educational implications. Journal Aji Seno Suwondo, Erna Andriyanti, and Ashadi (Batau et al., 2022) focuses on high socioeconomic status students and employs a mixed-methods approach. Journal Putrawan (Wati & Zulaikha, 2019) focuses on EFL classrooms and primarily relies on a literature review. Journal Aji Seno Suwondo, Erna Andriyanti, and Ashadi (2023) highlight the use of Indonesian, Javanese, English, and Japanese, while Journal Putrawan

(Sumarsih et al., 2014) emphasizes the mixing of English, Indonesian, local languages, and other foreign languages. Both journals emphasize the importance of recognizing and supporting Translanguaging, but Journal Putrawan (2022) specifically highlights the need for judicious use of the first language and calls for further research to understand its long-term impact.

The study focuses on the fifth-semester English Education students at HKBP Nommensen University in Medan. These students represent a unique population as they are advanced learners of English who are also preparing to become English teachers themselves. Their dual role as both language learners and future language educators makes them particularly interesting subjects for studying translanguaging and language variety usage. The fifth semester is a crucial point in their academic journey where they have developed significant linguistic competence while still actively engaging in the learning process.

The choice of fifth-semester English Education students at HKBP Nommensen University in Medan as the research location is strategic for several reasons. First, the English education program has a strong tradition in English language education and maintains high standards in its English Education program. Second, the dominant environment using various Batak languages and diverse cultures in the English Department provides a rich context for studying language practices because the students come from diverse linguistic backgrounds, especially speaking Indonesian, local languages such as Batak, and English, so they find it difficult to understand. Use English fully, which results in the use of two languages at once in the learning process. Additionally, English Education's emphasis on producing quality English teachers makes it an ideal setting to examine how future educators navigate multiple languages and variations in their learning processes.

As Canagarajah (Zaman & Nababan, 2018) argues, Translanguaging is a dynamic and creative process that allows learners to draw on multiple linguistic resources to construct meaning. By embracing Translanguaging, educators can create more equitable and empowering learning environments. As Li (Purba, Sinurat, et al., 2021) suggests, such practices can enhance students' cognitive development, critical thinking skills, and intercultural competence. Therefore, educators must recognize and value students' multilingual abilities and develop pedagogical approaches that support and encourage translanguaging in the EFL classroom.

Common translanguaging and language variety issues observed in EFL classrooms at this level reveal complex patterns of language mixing between English, Indonesian, and Batak languages. Students frequently engage in multilingual practices, particularly when expressing cultural concepts, asking questions, or participating in academic discussions. The first common example occurs during class presentations,

Example:

(1) *"Miss, I want to present my analysis, tapi harus mangido tua jolo da, according to our culture"*

(Miss, I want to present my analysis, but I need to ask for blessings first, according to our culture) showing how cultural practices are integrated into academic settings.

(2) *"The research methodology is qualitative, songon na nidok ni si Creswell, jadi na analyze ma jolo before making conclusions."*

(The research methodology is qualitative, as stated by Creswell, so we need to analyze first before making conclusions). The third typical instance occurs during question-and-answer sessions,

(3) "Based on your presentation, I mau manungkun about your findings, especially tentang mangalean songon dia cara implementing these theories."

(Based on your presentation, I want to ask about your findings, especially about how to implement these theories) (Fairclough, 2017). These translanguaging practices demonstrate how students naturally utilize their full linguistic repertoire to navigate academic discourse, build rapport with peers and lecturers, and express complex ideas more effectively. Understanding these patterns

is crucial for developing teaching strategies that acknowledge and utilize students' rich linguistic and cultural resources while maintaining appropriate academic standards in the EFL classroom. Translanguaging, in this context, is not merely a linguistic phenomenon but a sociocultural practice that reflects students' identities, values, and experiences. By embracing Translanguaging, educators can create more inclusive and culturally responsive learning environments that empower students to become confident and critical thinkers (Layali & Al-Shlowiy, 2020).

METHOD

Research Design

This research employs a qualitative research. A qualitative approach is chosen because it aligns with the research objective of analyzing and describing language varieties and translanguaging in communicative practices between lecturers and sixth-semester English Education students at HKBP Nommensen University. Bogdan and Taylor (Samsudin & Sukarismanti, 2023) explain that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors.

Qualitative research is an approach that aims to understand social phenomena and human behavior through the collection of non-numeric data, such as interviews, observations, and document analysis. This method focuses on context, meaning, and subjective experiences of individuals, allowing researchers to delve deeper into the perspectives and motivations behind human actions. By employing techniques such as case studies, focus groups, and ethnography, qualitative research can provide rich and in-depth insights into an issue, as well as help identify patterns and themes that may not be evident in quantitative research. This approach is particularly useful in the fields of social sciences, health, and Education, where a deep understanding of context and human interactions is crucial for the development of theory and practice (Pardede, 2018).

The Source of Data and Data

In research, the sources of data and the data itself are critical for determining the quality and validity of the study. Data sources are categorized into primary sources, which are collected directly by the researcher through methods like interviews and surveys, and secondary sources, which consist of existing information from books, articles, and reports. While primary data provides specific insights relevant to the research objectives, secondary data offers useful context but requires careful evaluation for reliability. Data can be qualitative, involving descriptions and themes, or quantitative, consisting of measurable numbers and statistics. Effective data collection and analysis are essential for producing valid and reliable research findings. The data sources in this study are one lecturer and 34 students in group A and 28 students in group B of the English education study program, where the data was generated in the form of voice recordings, video recordings of translanguaging and language variety conversations, and also transcripts of classroom interactions containing translanguaging and language variety (Tran, 2021).

Source of Data

The sources of data in this research are:
1. Lecturer who teaches Contrastive Analysis classes to sixth-semester students of the English Education Study Program at HKBP Nommensen University. They provide insights into teaching practices and language use in an academic context.
2. sixth-semester students Group A&B of the English Education Study Program at HKBP Nommensen University. They are the primary subjects who interact with lecturer and use various language varieties and translanguaging in everyday communication in the classroom.

3. Communication interactions occur in the classroom. This data will provide an overview of how language varieties and Translanguaging are applied in communicative practices within the academic environment (Hidayati, 2018).

Data

The data in this research consists of:
1. Verbal utterances between lecturer and students during the learning process. This includes the spoken interactions between lecturer and students during the learning process. Analyzing these utterances will help identify how language varieties and Translanguaging are utilized in real-time classroom communication.
2. Transcripts of classroom interaction recordings. Audio recordings of classroom interactions will be transcribed to create a detailed account of the dialogues that occur. This will allow for a thorough analysis of the language used and the dynamics of communication between lecturer and students.
3. Results of interviews with lecturer and students. Semi-structured interviews will be conducted with lecturer and students to gather their perspectives on language use and Translanguaging in the classroom. These interviews will provide personal insights and reflections that complement the observational data.

Instruments of Data Collection

In this research, the researchers gathered suitable research tools to ensure that the data obtained was of high quality and validity. One of the defining features of qualitative research is that humans serve as the instruments for data collection, making the researcher herself a viable option for gathering primary data (Hutauruk & Puspita, 2020). In this research the researcher acts as the key instrument. Additionally, the supporting instruments used are:
1. Observation Sheets; Observation sheets are used to record language use phenomena and translanguaging practices that occur during the learning process.
2. Interview Guidelines: Interview guidelines contain a list of semi-structured questions to be asked of lecturer and students.
3. Recording Devices: Recording devices are used to record verbal interactions that occur in the classroom.

Techniques of Data Collection

In research, data collection is a crucial aspect, as it facilitates the research process and helps researchers identify and analyze the information gathered. Sugiyono (2020) stated that there are four primary categories of data collection methods: Triangulation, documentation, interviews, and observation. In this study, the methods chosen for data collection are documentation and observation. The researcher follows specific steps to gather the data, there are:
The researcher conducted non-participant observation in the classroom by:
1. Observing communication interactions between lecturer and students.
2. Recording language variations and translanguaging practices between lecturer and students that occur in the classroom, including dialogues, discussions, presentations, and questions asked.
3. Recording verbal interactions between the Lecturer and students during the learning process.
4. Observations are conducted over 4 meetings of learning
Example of semi-structured interviews with lecturer:

1. 1. What do you perceive as the main benefit of using language variation in your communication with the students?
2. In what situation have you found translanguaging to be particularly effective in facilitating communication with your students?
3. 3. How do you think the use of language variation affects students' confidence and participation in class discussion?
4. To what extent do you believe that language variation and translanguaging contribute to building better relationships between you and your students?
5. What strategies do you recommend for effectively incorporating language variation and translanguaging in your teaching practice?
    1. Follow-up individual interviews when necessary
    2. All interviews are recorded and transcribed

Techniques of Data Analysis

Data analysis, as described by Sugiyono (Gao et al., 2020), is the systematic process of collecting and interpreting information from various sources such as field notes, interviews, and documentation. This process involves several key steps: classifying the data, summarizing it, organizing it into recognizable patterns, identifying significant elements for further investigation, and drawing clear and comprehensible conclusions for others to understand. According to Miles, Huberman, and Saldana (2014), to ensure data saturation, interactive activities are conducted throughout the entire process of analyzing qualitative data. In examining the data, the researcher employed the approach outlined by Miles, Huberman, and Saldana, which consists of four key components: data collection, data condensation, data display, and drawing conclusions. This structured approach helps to systematically analyze qualitative data and derive meaningful insights.

Triangulation

Triangulation is a powerful research technique that enhances the reliability and validity of qualitative research findings through the convergence of information from different sources (Fusch et al., 2018). As explained by Fusch et al. 2018, Triangulation facilitates validation of data through cross-verification from multiple sources, helping researchers develop a comprehensive understanding of phenomena. In qualitative research, triangulation is not just about validating findings but also about deepening and widening one's understanding of the research subject (Gai Mali, 2016).

RESULT AND DISCUSSION

The Data

This research data was taken from observations and interviews about communicative practices between lecturers and students in classroom interactions among sixth-semester students of English education at HKBP Nommensen University, Medan. The Researchers only paid attention to utterance by the lecturer to know what the types of language variety and types of translanguaging in communicative practice between lecturers and students of the sixth semester of HKBP Nommensen University Medan used by the lecturer as a source of the data in this research.

Table 1. The Collection of Data Language Varieties and Translanguing

Utterances	Language Varities	Translanguaging
Ini dasar informasi. **I made in Bahasa**	✓	✓

Utterances	Language Varities	Translanguaging
Indonesia. Saya buat dalam Bahasa Indonesia. Dasar informasi tentang contrastive analysis dan kebedaan tentang persamaan fungsi linguistik pada Bahasa English British dan Amerika. *This is basic information. I made it in Bahasa Indonesia,. I made it in Bahasa Indonesia. Basic information about contrastive analysis and differences in the similarity of linguistic functions in British and American English.*		
Inilah **chapter one**. Dan inilah **and here is the book** okay nah ini saya susun tahun 2020 lalu bersama teman saya kenal mungkin kalian kenal ya yang dari Taiwan, **so later on you are free to use I will share to all of us by LMS or to WhatsApp group.** *This is chapter one. And here is the book. okay well this I compiled last year 2020 with a friend I know. maybe you know someone from Taiwan, so later on you are free to use I will share it to all of us by LMS or to WhatsApp group.*	✓	✓

Based on the table above, after the researcher analyzed all the utterances above, the lecturer have a variety of languages used in communicating, as in the table above, lecturers have two variations of language that are often used, namely Register and Style of Language, but after being analyzed, the most frequently used by the lecturer is Style of Language, because Style of Language is a way of conveying language that is used and is influenced by the personality of the speaker (Wardaugh and Fuller, 2015). So, in the analysis above, the researcher found that the variation of language often used by lecturers is Style of Language.

Tabel 2. *Total Data of Analysis Types of Translanguaging and Language Varieties*

Type of Translanguaging			Type of Language Variety			
Pedagogic Translanguaging	Personal Translanguaging	Strategic Translanguaging	Dialect	Sosiolect	Register	Language style
5	20	4	0	0	9	16

The table above shows the total data of the analysis of the types of translanguaging and language varieties, which shows the distribution across different categories. This study identified three types of translanguaging: Pedagogic, Personal, and Strategic, with Personal translanguaging being the most frequent with 20 data, followed by Strategic with 4 data, and Pedagogic with 5 data. In terms of language variety, the analysis found Register 9 data and Language Style 16 data.

The Data analysis of Benefits of using Language Varieties and Translanguaging

In this section, the researcher conducted interviews with lecturers and students as supporting data that has been analyzed by the researcher and also the researcher wants to know how much benefit is in using a language that has variations in everyday life. The following is a table of interviews that have been collected by the researcher.

Tabel 3. The Data Analysis of the Benefit of Using Language Varieties and Translanguaging

Lecturer

Question	Answer
What do you perceive as the main benefits of using language variation in your communication with students?	Well, language varieties or language variation is very important for teaching English, especially for lecturers and for students. For lecturer, language variation is used to emphasize our lecturer information to students so that all the students can understand or acquire what the lecturer is saying. And for the students, you are using the language variation or language varieties to make the question or the understanding between Lecturer and students. So if the student would like to propose something or to convey something so they use the language varieties And what is the approach? The approach is to make the relevant topic with the relevant word or relevant language.
In what situations have you found translanguaging to be particularly effective in facilitating communication with your students?	Situation is the context of students translate to be effective. For example, when we are saying something or when we are explaining something to students, which is difficult to be understand or acquired by student. so the lecturers use the translanguaging to make students to be effective in understanding the meaning or the topic or what is the lecturers saying. and example I would like to to convey a topic but this topic is really really difficult to be acquired by the student So how can I make it I have to use the translating situation to make it clear or make the student understand.
How do you think the use of language variation affects students' confidence and participation in class discussions?	language variations or language varieties sometimes change the student's understanding change the student's cognition. So, it will affect their participation to speak up more in the classroom rather than speak without any varieties. So, if there's a variation in the classroom, there will be a novelty or the new language and the new understanding.
To what extent do you believe that language variation and translanguaging contribute to building better relationships between you and your students?	this contribution is very important. The contribution for lecturer and the students is our communication or verbal communication is closely related for especially our learning process So in the learning process there is no silent condition but there is an appearing of the

Question	Answer
	communication or hot communication between lecturers and the students.
What strategies do you recommend for effectively incorporating language variation and translanguaging in your teaching practices?	So the strategy, actually there are more strategies to be recommended, but one that is recommended for variation is using the audio or the listening program, because the listening program spoken by speakers will contribute or affect to many students' cognition, especially for lexical and pronunciation or being familiar with English varieties.

Based on the table above, it can be concluded that translanguaging has significant benefits in the communication process between lecturers and students, especially in the context of English language teaching. By using language variation, lecturers can explain material that is difficult for students to understand, thus improving comprehension and information acquisition. In addition, translanguaging also encourages students' active participation in class discussions, increasing their confidence to speak. A better relationship between lecturers and students can be built through dynamic and interactive communication, which in turn supports a more effective learning process. Strategies such as the use of audio programs can also enrich students' learning experience by introducing different language variations.

Based on the interview with the lecturer about language variation and translanguaging, he explained some important points. First, language variation has the main benefit of improving communication between lecturers and students, where lecturers can emphasize important information to make it easier for students to understand. In addition, language variation allows students to express their thoughts and questions more effectively. The lecturer also highlighted the effectiveness of translanguaging, especially in the context of teaching complex topics, where it can help students understand difficult material. The use of language variety can increase students' confidence and participation in class discussions, as it introduces new elements that stimulate their understanding and cognition. He emphasized that effective communication through language variety can build better relationships between lecturers and students, create an interactive learning environment, and reduce silences. For teaching strategies, the lecturer recommended the use of audio and listening programs to introduce students to different varieties of English, which can improve their lexical knowledge and pronunciation.

The results of interviews with students about translanguaging and language variety show that the use of language variety has major benefits in improving understanding and communication between students and lecturers. Language variation allows flexibility in conveying ideas, especially when explaining complex concepts. Translanguaging is particularly useful when students struggle to express ideas in one language and can switch to another language to make their point, both in formal and informal situations. In addition, the use of language variety increases students' confidence in class discussions, as they are not limited to one language, thus feeling more comfortable and motivated to participate actively. Language variety and translanguaging also help to create better relationships between students and lecturers, making communication more inclusive and comfortable. Lecturers who are open to the use of multiple languages can create a more collaborative atmosphere. Therefore, it is recommended that lecturers use language variety in teaching and encourage students to use the language they are proficient in, as well as provide multilingual resources and integrate first-language perspectives to enhance understanding. Translanguaging and language variation are important in improving communication, confidence, and relationships between students and lecturers in academic

settings.

Findings

Based on the researcher's analysis, it is found that the language variations used by lecturers in communication include 0 dialect data, 0 sociolect data, 9 register data, and 16 language style data. Although lecturers show language variation with registers and language styles, further analysis reveals that language style is the most dominant variation. This finding supports Wardaugh and Fuller's (2015) theory, which states that the speaker's personality influences language style, so in the context of this study, language style is the variation most often used by lecturers in conveying messages.

In the analysis of all utterances in the data, it was found that the lecturer and students used various types of translanguaging in their communication, namely 5 pedagogical translanguaging data, 20 personal translanguaging data, and 4 strategic translanguaging data. Although all three types of translanguaging were present, personal translanguaging emerged as the most dominant. This is in line with the concept of Garcia and Wei (2014) who define personal translanguaging as the dynamic and flexible use of multiple languages in an individual's daily life. The dominance of personal translanguaging in lecturers' speech indicates that they naturally integrate various linguistic sources in their interactions, reflecting flexibility and adaptability in communicating with students, and perhaps also reflecting the multilingual background of lecturers and students.

Interviews with lecturers and students revealed the benefits of language variation and translanguaging in academic contexts. Lecturers emphasized that language variation improves comprehension and communication by enabling emphasis of important information and facilitating student expression, while translanguaging is effective in explaining complex material and building student confidence. The following are some of the benefits of Translanguaging and Language Varieties based on interviews with students:

1. The Importance of Language Variation: The use of language variation in communication with lecturers is essential to avoid misunderstandings and improve understanding.
2. Translanguaging Increases Confidence: Translanguaging helps students feel more confident in conveying ideas and participating in class discussions.
4. Flexibility in Conveying Ideas: Language variation provides flexibility in conveying ideas, especially when explaining complex academic concepts.
5. Building Better Relationships: The use of language variety can build better relationships between students and lecturers, creating a more inclusive atmosphere.
6. Encourages Better Interaction: Lecturers are advised to use a variety of languages to make communication more interactive and fun for students.
7. Creating an Inclusive Environment: Language variation helps to create an inclusive learning environment, where all students feel valued and listened to.
8. Integrating First Language Perspectives: Lecturers should integrate students' first language perspectives in teaching to improve comprehension and communication.
9. Provide Explanations in Multiple Languages: Providing explanations in multiple languages can help students understand complex concepts better.
10. Encourage the Use of Comfortable Language: Lecturers should encourage students to use language that they feel comfortable with when explaining their ideas.
11. Increase Student Engagement: By using language variety, students feel more engaged and motivated to actively participate in the learning process.

Discussions

A comparison of the findings of (Seno Suwondo & Andriyanti, 2023) Language Varieties and Translanguaging Among Students of High Socio-Economic Status research and this research reveals differences in the focus and context of the use of language variation, where Suwondo & Andriyanti's research highlights the use of language variation by university students in social and formal contexts, classifying language based on prestige and formality, while this study focuses on language variation used by lecturers in academic contexts, with the dominance of language styles influenced by the lecturer's personality. This difference indicates that language variation is influenced by different factors depending on the subject and context of the study, i.e. social context and formality for students, and personality and communication goals for lecturers in academic contexts.

A comparison of these findings between (Siregar et al., 2023) Translanguaging Practices in Efl Classrooms: Evidence From Indonesia study and this research demonstrates the difference in focus in understanding translanguaging in the Indonesian educational context; (Ulfa & Bania, 2019)provides a broad overview of multiple language use and user perceptions in an EFL classroom, emphasizing the need for judicious application of translanguaging and mixed research methodologies, while this study focuses on an in-depth analysis of types of translanguaging in academic interactions, finding a predominance of personal translanguaging that reflects the natural integration of multiple linguistic sources. While both studies recognize the benefits of translanguaging, this study provides more specific insights into its manifestation in lecturer and student interactions, highlighting the dominance of personal translanguaging as a reflection of flexible and adaptive language use.

Marsevani & S, (Vanath & Fauziati, 2021) shows that translanguaging and language variation have significant benefits in language learning, especially in improving students' comprehension, communication, and language development; both studies found positive perceptions from students regarding translanguaging; however, this study adds an important dimension by highlighting the role of language variation, emphasizing its positive impact on lecturer-student relationships, and providing more specific practical recommendations for application in academic contexts, such as the use of audio resources and the integration of multilingual resources, as well as being more specific to academic contexts in universities, while Marsevani's is more general to language learning contexts.

CONLUSION

Following an analysis of the types of language varities and Translanguaging in communicative practice between lecturer and students in the sixth semester of English education students at HKBP Nommensen University, researchers would like to determine that:

1. The analysis revealed the following types of translation used by lecturers, Pedagogical Translation (5 data), Personal Translation (20 data), Strategic Translation (4 data). After the researcher analyzed all the utterances in the data, the researcher found that the lecturer had three frequently used translanguaging, namely Pedagogical Translanguaging, Personal Translanguaging, Strategic Translanguaging, but after analyzing, the researcher found that the translanguaging often used by lecturers was Personal Translanguaging.

2. The researcher discovery was that types of language Varieties this analysis identified different types of language varieties used by lecturers during communicative practice. The findings are as follows: Dialect (0 data), Sociolect (0 data), Register (9 data), Language Style (16 data). This shows that the language variety most widely used by lecturers is language style, which reflects the personality and communication approach of the Lecturer.

3. Benefit language varieties and Translanguaging between lecturer and students revealed that language variation and translanguaging improve communication in an academic setting. They facilitate better understanding, enable students to express their thoughts more effectively, and increase confidence in class discussions. Translanguaging allows students to switch languages

when needed, thus fostering an inclusive and collaborative learning environment. To maximize these benefits, lecturers should embrace language variation, encourage the use of students' own languages, and provide multilingual resources. Overall, integrating translation and language variety is essential to improving communication and the educational experience.

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